



## UNIVERSIDAD DE CUENCA

### FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

#### CARRERA DE LENGUA Y LITERATURA INGLESA

Multiple Intelligences: The Use of Role Play to Enhance the Speaking Skills in an EFL Classroom with Students of Tenth Level of Basic Education at “Colegio Particular Laico Internacional” of Azogues

Trabajo Investigativo del Curso de Graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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## RESUMEN

El objetivo principal de este proyecto es el de probar que el Juego de Roles basado en las inteligencias múltiples puede mejorar las habilidades comunicativas en los estudiantes de décimo nivel de educación básica. El estudio fue aplicado en el Colegio Particular Laico Internacional ubicado en Azogues, debido a que ellos parecen no tener un buen nivel de habilidades lingüísticas en el momento de usar en el proceso de aprendizaje. El estudio demostró que al principio muchos de los estudiantes no eran capaces de usar correctamente el lenguaje debido a que las actividades que los profesores usaban en sus clases estaban enfocadas principalmente a la lectura y la escritura. Por esta razón, ellos mostraron interés en mejorar sus habilidades lingüísticas. Luego de que las actividades del juego de roles fueran aplicadas, muchos de los estudiantes perdieron el miedo de hablar en público y adquirieron nuevo vocabulario. A más de esto, la participación de los estudiantes incrementó debido a la motivación que recibieron durante el desarrollo de estas actividades, y, algunos de ellos también mejoraron su fluidez y pronunciación. En resumen, el estudio demostró que el uso correcto de esta estrategia puede mejorar las habilidades lingüísticas de los estudiantes y enriquecer la comunicación usando el inglés como lengua extranjera.

**Palabras Claves:** juego de roles, inteligencias múltiples, habilidades del habla.



## ABSTRACT

The main objective of this project was to prove that Role Play based on multiple intelligences can foster speaking skills in students of tenth level of basic education. The research was applied at Colegio Particular Laico “Internacional” located in Azogues, since they do not have a good level of verbal abilities at the moment of using English in their learning process. The study demonstrated that at the beginning many students were not able to use the language correctly since the activities that teachers employed in their classes were focused mainly in reading and writing. For this reason, they showed interest in improving their speaking abilities. After role play activities were applied, many students lost the fear of speaking in public and they acquired new vocabulary. Furthermore, students’ participation in class increased because of the motivation they received during the development of these activities, and some of them also improved their fluency and pronunciation. To summarize, the study showed that the correct use of this strategy can enhance speaking abilities in students, and enrich communication by using English as a foreign language.

**Key words:** role play, multiple intelligences, speaking Skills.



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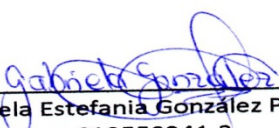
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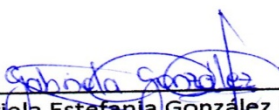




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## **AUTHORSHIP**

The ideas, opinions, and comments specifies in this document are the sole responsibility of its authors, Gabriela Estefanía González Pesántez and Fabiola Isabel Prieto Urgilés.

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## DEDICATION

This project is dedicated to my mother for the support that she gave me during my entire professional career, and to my loved husband, the person who is always following my dreams and giving me the strength to fulfill all my goals.

Gabriela

I dedicate this project to God who allowed me to achieve this goal. To my mother Fabiola who has guided me with all her love and patience throughout my entire life and who has been example of dedication and effort. Also to my beloved husband Luis who has given me his unconditional support and strength during the good and bad moments that I had to face. To my brothers and family who have given me their help when I needed it most. My eternal gratitude to all of you.

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## INTRODUCTION

Nowadays, the need of a good level of communication is elemental within English classrooms; High school students are bored of the mechanical and repetitive practices that some teachers use in order to explain a foreign language. For this reason, it is necessary that teachers look for more efficient methodologies, techniques and activities that fulfill students' expectations and that could motivate them to use the language in their daily lives. As it is demonstrated in the following work, Role Play is a method that might enhance speaking skills and communication in the class.

In order to develop this project, it will be divided into four chapters. The first one will explain the problem and its specific objectives. In the second chapter, the literature review will be done. We will take a look to Multiple Intelligences Theory according to various specialists and specifically to Linguistic and Kinesthetic ones. Also a brief review of Role Play History and advantages will be found. The third chapter is about the methodology that will be used in this project. Qualitative and Quantitative methods are the ones in which our study will be based in. Also, the resources and the data gathering techniques that we will need in order to do the study will be presented in this chapter. The last and the most important chapter is the fourth one; in this chapter, we will apply and validate the use of the Role Play in the classroom.

This project will be used as a base to future investigations and as a tool for students that will want to apply Role Play activities in their classrooms.



## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Topic**

Multiple Intelligences: The Use of Role Play to Enhance the Speaking Skills in an EFL Classroom with Students of Tenth Level of Basic Education at “Colegio Particular Laico Internacional” of Azogues

#### **1.2 Purpose**

This investigation work will be directed to enhance speaking skills for the third course at Colegio Particular Laico Internacional through Multiple Intelligences.

#### **1.3 Description of the problem**

Nowadays, most of high school English students in our country seem not be able to use language to communicate or express their needs at school or in daily life. English in our country is not a native tongue. Consequently, it is difficult for a person who is learning a foreign language to understand it in a simple way. It is necessary to mention that this topic will be applied in Azogues, a city where students seem not to have the opportunity to interact with native speakers; therefore, the only way to practice English is with their classmates and their teacher in the classroom.

The lack of confidence in using a language makes it more difficult to develop their speaking skills. The use of new methods or strategies in which





students feel comfortable and self-confident, might enhance creativity and might make the teaching-learning process of a foreign language fun as well.

## **1.4 Justification**

First of all, students should have an active role in the learning process, and it is necessary to look for strategies to increase the students' interest through dynamic activities. Furthermore, multiple intelligences also influence in those activities applied in EFL classes.

A good example of such an activity is the implementation of Role Plays. Role Plays used in teaching-learning process might be helpful for a good language acquisition since through this technique, students could have the opportunity to improvise, solve problems and use the language correctly (Porter 5).

The approaches that will be applied in the role-play are Kinesthetic and Verbal-Linguistic intelligences. Since in this kind of activity it is necessary the use of the language and the body movement to interpret a character. This work will look for strategies that help the process of teaching and learning to be meaningful, contributing with ideas to facilitate the acquisition of language and applying activities to help young students to improve their understanding of English as a foreign language.

## **1.5 Objectives**

### **1.5.1 General objective**

To study role-play and multiple intelligences and its use to enhance speaking skills



### 1.5.2 Specific objectives:

- To define the Verbal-Linguistic and Kinesthetic intelligences.
- To analyze the advantages and disadvantages of Role Play.
- To evaluate the effects of the validation of role-play activities in the students in the tenth level of basic education in Azogues.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Multiple Intelligences Theory:

This project is based on the multiple intelligences theory; nonetheless, to begin the development of this work it is necessary to know what the aspects that involve this theory are. Hence, the first term that it is going to be reviewed is the word “intelligence”, after that the Multiple Intelligences theory will be analyzed.

As a first point, the origin of the word intelligence will be analyzed. Oxford Dictionary shows that this word comes from the Latin word *intelligentia* that according to the Entick’s Latin-English Dictionary means “understanding, sense, knowledge, art, skill, perception, comprehension, the intellect (286).” George William Lemon, on the other hand, maintained that intelligence has two Latin roots *inter-lego*, whose meanings are **among other things** (Nielsen, Manser and Johnson, 365) and **choose, select, elect** (Leverett, 482) correspondingly. Therefore, based on these concepts intelligence means choose, select, or elect among other things.

Nevertheless, throughout time, other concepts had appeared. In the following items some points of view about the meaning of this word according to academic books and specialists will be listed.

- Hans Jürgen Eysenck, in his book *The Structure and measurement of Intelligence* written in 1983, suggested that **intelligence** had been studied since Plato and Aristotle times through the observation of people’s capacity to solve problems, where it was seen that some individuals did not find it difficult to solve those issues and how other



ones needed more effort in order to solve problems and sometimes they failed (8).

- Cambridge Advanced Learner's Dictionary defines **intelligence** as "The ability to understand and learn well, and to form judgments and opinions based on reason (751).
- In 1983, Howard Gardner defined **intelligence** as "The ability to solve problems or to create products that are valued within one or more cultural settings"; however, he redefined his concept as "a biophysical potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture through which individuals are able to learn/teach new information" (Gardner, 33-34).
- Sternberg maintains that **intelligence** is "a purposive adaptation to, and selection and shaping of, real-world environments relevant to one's life" (45).
  - Ashok Srivastava and Misra Girishwar describe the concept of **intelligence** to Piaget as the relationship between assimilation and accommodation. Piaget considered that human beings assimilate new information then they accommodate the new information in concepts or structures that they already know (65).

After analysis of these concepts, it has been observed that there is no established definition for this term since based on the social, cultural and educational contexts, different conceptions have emerged. This fact provides a huge range of options that helps the understanding of what the subject involves. For instance, the first item shows that intelligence is valued according to the individuals' capacity to problem-solving. Therefore, it was considered as an intelligent person who could resolve problems in a short period of time. The second item describes intelligence as the mental capacity that allows organizing



the ideas appropriately and interpreting them in order to make right decisions. At this point, Gardner's conception about intelligence does not oppose the former concept; however, he suggests that the new information that has been processed is applied in benefit of a cultural context. Sternberg, on the other hand, refers to the purposeful adaptation to the environment and what aspects are chosen as significant for our lives. Finally, Piaget considered that intelligence is the capacity to combine new information with the data that a person has.

After this introduction, and with an idea about what intelligence is, the multiple intelligence theory will be developed. This theory was proposed by Howard Gardner who investigated the way of how people learn since through his career he realized that there were several affairs where people had different abilities to learn. As a result, he proposed that intelligence is not something isolated but as a set of different and independent capacities with a greater or lesser extent in each person since intelligence has a close relation with the brain functions. (Gardner, 1993)

Based on this theory, it is necessary to know the reasons why the multiple intelligences are important in the educational field nowadays. Education is changing substantially since now the main goal of education in our country is to guarantee that all the students without exceptions reach the profiles required in the Ecuadorian Educational System (Ministerio de Educación). As a result, as teachers we have to change the traditional model where only linguistic and mathematical intelligences were the central points of the educational process. On this account, it is also important to describe briefly the aspects, characteristics and functions that all the intelligences have. For this purpose, bibliographies written by Ezequiel Ander-Egg and Thomas Armstrong have been reviewed.



**Linguistic Intelligence:** It involves the spoken, written language and how people are able to think and use it in order to express ideas.

**Logical-Mathematical Intelligence:** It consists in problem-solving and the capacity of using numbers to calculate.

**Musical Intelligence:** It is the ability to produce, recognize rhythm, sounds, or melodies.

**Body-kinesthetic Intelligence:** With this intelligence a person can manipulate objects or move his or her body coordinately through the union of the body and brain.

**Spatial Intelligence:** It allows the interpretation of objects from different angles, and the transformation of subject- matters in images.

**Interpersonal Intelligence:** In this case a person has the capacity to interact with other people without any problem and they can work better in groups because of the ability to acquire different roles within a group.

**Intrapersonal Intelligence:** it involves how a person perceives his or her inner world. In this case, a person works better alone.

### 2.1.1. Linguistic Intelligence

This intelligence is the most common in the education field as it was mentioned before. It is developed for almost the whole population all over the world in order to communicate or to describe situations as descriptions, opinions or thoughts. It is for this reason that in EFL classes this intelligence must be practiced since a person enhances the ability to comprehend the language by using different strategies and by creating an adequate environment that help students to develop the ability to understand the language both oral and writing.



Thomas Armstrong also develops five strategies that help to enhance this intelligence.

1. **Story telling** is the first strategy purposes by Armstrong. In this approach, he mentions that at first it was employed at libraries to amuse children. However, this technique has been used for educational purposes since human values and academic facts can be taught as well. In order to do this activity, it is important to create situations in which students feel involve and the stories should be told with liveliness.
2. **Brainstorming:** In this technique all the students' ideas are worthy and all their ideas should be written down.
3. **Tape Recording:** Devices as audio recordings or tape recording are good tools for students since they can record their thoughts that can be used afterwards or they can collect information given in classes.
4. **Journal writing:** These writings can be used to collect personal or academic information. These experiences can be written down day after day and the most important thing, journal writings are private and students can incorporate images or pictures.
5. **Publishing:** The writing process should be seen as a way to communicate ideas than can influence over people thoughts. In addition, publishing creates a relationship between the writer and the reader by enriching their linguistic knowledge.

Thomas Armstrong also considers that the environment also is an important factor that helps to develop the intelligences. In this case, he suggests questions which answers will help to this project to increase students' interest in learning Role plays. The first question is about the complexity with which the language is used. In this point, it is necessary to look for words that are according to the students' English level. The second one suggests that the



written language should be in contact with the students constantly either through magazine, poster, newspapers and so on. The last question, on the other hand, recommends that linguistic materials should not be piled up since it will produce negative effects in the students (100).

### 2.1.2. Kinesthetic Intelligence

The kinesthetic- intelligence is the capacity to use and control the body coordinately in order to express ideas and feelings. This topic will be developed based on two important facts that are the activities and the environment that help to enhance this intelligence.

As the former topic, Armstrong suggests five activities that can be used for educational purposes.

1. **Body answers:** Through this activity students use their bodies to express their ideas by using gestures as a response to certain situations.
2. **Classroom Theater:** This strategy can be done with basic elements to perform or it can omit these materials. The only important thing is to play to learn. In this way students change linguistic symbols into movements to express what they feel or understand.
3. **Kinesthetic Concepts:** It is a funny way to guess words through body movements since students have to express ideas or concepts through mimics.
4. **Hands-On Thinking:** The use of plasticine, clay or wood carving, students are able to learn by manipulating these objects or by doing things with their hands.





5. **Body Maps:** In this case the body is used as a tool for representing some geographical or mathematical situations.

The classroom environment is also an important factor that influences in the development of this intelligence. It is important to give students the opportunity to move in order to avoid fatigue feelings that make their learning process bored. In addition, alimentation is essential in their learning process since if they eat healthy, they think and feel healthy. Finally, the classrooms should have materials that let students to learn throughout the manipulation of materials and objects.

## 2.2. Role Play: History, development, elements and process.

First of all, concepts of Role Play Activities are going to be developed. For the book *Teaching Strategies for Outcomes-based Education* written by **Roy Killen** cites authors as Budden and Davis in order to clarify the idea of what Role play is. For both writers Role play is an activity in which real or fictional situations are presented to students and they are the ones who have to interpret those situations by adopting a role of a character. In addition Killen suggests that in Role-Play activities few students are who participate and the rest of the classroom analyze the interpretation and also the author suggests that this strategy prepares students to face situations as interviews, introducing themselves, and so on. (280 -281).

There are definitions like the given by *The Dictionary of Education* which explains role-playing as "an instructional technique involving a spontaneous portrayal (acting out) of a situation, condition, or circumstances by selected members of a learning group." (Jones, et al., 1994). In addition, *Macmillan Dictionary* defines Role Play as the activity in which someone else pretends to be someone else of this way he or she will learn new skills or attitudes.



Nevertheless, Role Play in the classroom did not emerge itself. In the book *Approaches and Methods in Language Teaching* written by Rogers and Richards, describes one of the activities which contributed to the development of this strategy is the method created by James Asher's which name is Total Physical Response (TPR). This method is based on the coordination of language and physical movement. In TPR, teachers give commands to students in the target language, and students respond with body actions. Asher also maintains that the process for the acquisition of a new language is the same as a child acquire his or her native language (73- 76). He prefers to use the word acquire more than learn since according to the American Heritage Dictionary both terms have different meaning. Acquire means "to get by one's own effort..." or "caused by exposure to something" (8). Learn, on the other hand, means "To gain knowledge, comprehension, or mastery of through experience or study" and "to memorize" (482).

According to Mac Daniel, there exist four basic elements that are essential for the success of any role play activity. The first element is the topic which has to be given by the teacher in order that they get familiarized with what is going to be performed. The second element is to design roles in order that each student's involvement increases. The third one is to set up a specific situation. "Do not let the students go without giving them a focal point for debate" (Mac Daniel, 359). The last element is the instructor who guide the student in the conversation but not is the main factor of the activity since the instructor should guide and let students to understand the situation. (Mac Daniel, 359).

Role play in the classroom works best when the teacher follows a sequence of steps. Bellow three steps are going to be described in order to make of this activity an organized and successful activity. (Chesler, Mark, and Fox 22).



1. **Preparation and instruction:** In this stage, the topic to be performed is chosen. It is necessary to select topics with educational purposes. In addition, students receive motivation and instruction from the teacher to make them feel relaxed and excited about the activity that is going to be developed.
2. **Dramatic action and discussion:** The first factor that is important in this stage is the time. Enough time should be given for students do not feel pressed and they can feel the role of the character that has been assigned. Finally, the audience's comments also are important in order to make of this activity meaningful for their lives.
3. **Evaluation:** In this stage the teacher and students review the achievements and failures of their role-playing experience in order to make decision which can help to improve this activity if there was something to improve.

### 2.2.1. Advantages of the Role Play

Based on the electronic books *Role Playing*, written by Wohlking and Gill, and *The Expert Educator* Role play is a strategy which provides several benefits for the teaching-learning process and they will be described below:

- First of all, this strategy helps to use the language which is used in daily- life situations.
- In addition, throughout this activity, students' confidence arises and they feel prepared to use the language.
- It is a fun and activity and it is good in order to make a different class.
- Furthermore, Role-play stimulates group work since each student has the opportunity to work in the performance



- Role-playing fosters students' creativity and they are free to use their imagination.
- This method provides the learner with the opportunity to "feel" the situation rather than merely intellectualize about it.
- Students improve the ability of making and answering questions almost immediately.

### **2.2.2. The current situation of Teaching English as a Foreign Language in Azogues at the High School Levels**

In order to develop this project it was important to identify what the English situation in Azogues is. For this reason it was necessary to investigate this fact. Although there is not literature about this topic, a survey was applied in order to get information. (Appendix 1)

This survey was applied in Azogues to students from different high schools which age ranges were from 12 to 17 years old, finding out the following data.

Many students consider that the English level in their high schools is in a mean since they mention that in some cases their teachers do not take care of their learning process. In other cases students expect another kind of procedure by teachers. At this point, it is important to notice that they mention that their teachers do know about the subject; however the issue is that the activities used by them were too passive and this fact does not make them feel comfortable with the subject.

Another aspect asked in the survey was the methodology used in the English classes which is going to be analyzed in three parts:



The aspect that is more practiced in the classroom is grammar. This means, students are familiarized with patterns and structures than speaking. As a result, the prevailing activities are readings, followed by translations, sentences structure activities, and dialogs. Finally, vocabulary is an important part of their classes since they mention that in each class at least ten words were introduced.

Regarding to the oral part, they indicated that less than a 40% of their classes are turn to use the language in the spoken aspect. In addition, when they were asked if they are able to maintain a conversation for at least three minutes, most of them did not feel in conditions to do it. This fact, can be because they explained that they learn how to pronounce new vocabulary and what it mean but they do not learn how to use it in real situations.

Finally, students expressed that they wanted that EFL classes should be more active and it should include more didactic strategies as videos or music and dialogs. They mentioned videos with subtitles since they can read and pronounce at the same time; and students referred to music since it can help to learn vocabulary and pronunciation and it is an enjoyable activity. Dialogs also were mentioned because their can practice and understand better since students can practice with their peers who can help each other, and they also stated that they enjoy speaking in English.

As a conclusion, it was determined that it is important to implement activities which strengthen the speaking part of the English language because students feel that it is necessary to speak in English in order to face daily routines situations.



### **2.3. The Relationship between Role Play and Multiple Intelligences.**

Gillian Porter Ladousse in her book "Role Play" established several important reasons of using role play as: the introduction of new situations-, the use of new information, the participation of shy students, and the amusement that this activity provides to the students (5-6).

The first reason explains that through this activity many experiences can be introduced into classroom, and the range of functions and structures go far beyond the limits. So, by using role play teachers can train students in speaking skills in any situation (5).

Second, role play puts students in situations in which they are wanted to use forms of language that are not into the teaching syllabuses. Students only learn that a language is a transfer of specific information from one person to another, and when they have to use language in real situations they sound abrupt. The use of role play makes possible the building of social skills.

Another reason is that a lot of students study English in order to perform a specific role in life. Role play is useful because through it they learn the variety of situations of interaction that will take place in life. An important reason of why to use role play in classroom is that it might be a mask for shy students that do not want to participate in conversations that could involve personal experiences, so they feel liberated and do not feel their own personalities are implicated.

According to Ladousse, the last and the most important reason is that this activity is fun. Students enjoy a lot to do these activities, because they are comfortable and more interested in the language (6).



In the book “Multiple Intelligences in the Classroom” written by Thomas Armstrong, he maintains that there are some sorts of strategies that have helped teachers in their work for a long time, but he also says that new methods have arisen to innovate the educational scenes. All the approaches described in this book are designed in order that they may be applied at different educational levels and for us as teachers it is very important to use a broad of teaching tactics to increase students’ interest (72).

Among these tactics are the ones which are useful teaching strategies dialogs, debates, tapes, discussions, stories, TPRS (Total Physical Response Story-telling) are good for the development of the verbal-linguistic intelligence. Body-kinesthetic intelligence, on the other hand, includes role-play activities, drama, movements, tactile experiences among others (Armstrong, 33).



## CHAPTER III

### METHODOLOGY

#### 3.1 Basic methodology

In order to develop this chapter, books as *Manual de metodología* and *Técnicas de Investigación Social* were analyzed obtaining the data that clarified doubts about what methodology includes.

According to the books former mentioned, methodology is the clearest way to discover the truth; it is responsible for the operational part of the investigation so it generates knowledge. Methodology uses techniques and strategies in order to find solutions to problems.

The present study uses the qualitative and quantitative methods through the research field and literature documentary style, as well as the art of observation, survey and action research.

The qualitative approach or method will make it possible to understand social phenomena through observation while the analysis of the data is objective but with explorative, inductive and descriptive nature oriented to the holistic process (all-inclusive values-based and principles).

By using the technique of survey, it is necessary to consider the approach of the quantitative method which is based on probabilistic induction through measurement in order to analyze the data objectively using inference results orientation specifically to find information.





### 3.2 Human resources and materials

Over the time, the teaching-learning process in EFL classes has become a hard task both for students and for teachers. After asking students, it is assumed that sometimes, they feel confused since English differs greatly from their mother tongue in writing as well as in pronunciation. This fact leads them to lose interest in this subject. As a result the classroom environment becomes tedious and quite boring. The situation previously mentioned is happening in several educational establishments in our country and Colegio Particular Laico Internacional is not the exception.

The project will be applied in this high school located in Azogues since the Ecuadorian Government is which provides educational institutions tools and strategies to teach English. Nevertheless, it is important as future teachers to contribute to the improvement of EFL classes. Twelve teenagers are going to participate in the study. They are in the tenth level of basic education and their ages range is from 13 to 16 years old. In this group all the students have been considered because all of them have shown interest in improving their speaking abilities and even more in playing with the language. They mentioned that sometimes they get confused when they have to speak since the writing part of the language is too different from the spoken part, so it is hard for them to speak. For this reason, they avoid speaking in the classes due to the fear of making a mistake.

This general feeling drives us to apply active speaking activities to reduce their fear and to improve their communication in real situations. Vocabulary activities will be provided first since it is very important to provide students new words that help them to understand the role to be played. Second, the reading part is introduced. In this case, students will have the chance to know the plot of



the situation. This will help them to get the real idea about the topic. Finally, the performance will be done. In this case, they will use customs or materials that will help them to make the activities more interesting.

### 3.3 Data-gathering techniques:

The first step in order to develop this project was the garnered of information; some works have been analyzed in order to support the idea that using role plays might improve students' speaking skills. It was important to know more about intelligence and the specific intelligences that were going to be applied. So, after studying several theories about the multiple intelligences and this work was focused mainly on kinesthetic and linguistic intelligences.

- **Interviews:** An interview applied to experts in the area in order to have a general idea of how to apply our technique. The experience they had gotten made it easier to understand the process of application and the way in which the study had to be done. They provided a lot of advice regarding the process of using Role Play in class. The most important were: to make students feel comfortable and motivated for using role play in the classroom, the second one was the presentation of vocabulary before the practice that helps students to have a variety of words that can be used when performing a character.
- **Observation:** This strategy is the most important one of this investigation project since throughout observation the strengths and weaknesses of an EFL class should be realized. In addition, possible



solutions can be taken in order to improve these classes to make the teaching learning process more significant.

- **Surveys:** Surveys were applied to students in order to know what activities they considered are fun and interesting for them and if they wanted to use Role Play to foster speaking skills. The questions that were applied in their majority were closed. Students were asked about their feelings when they are learning English, if they wanted to use the language not only in class but also in their daily lives, if they wanted to perform a character and which one were their preferred ones; if they wanted to be able to speak in English without fears. Also, information about students' interest was explored. So, it made it easier to choose the topics of the Role plays that will be applied. Some questions were opened; these were related to the importance of the acquisition of a foreign language for students, if it could affect their lives and if they have as a goal to learn a foreign. The answers of these questionnaires gave a base to the study in which students' preferences and likes could be learnt.
  
- **Records and reports:** In order to have a base in which the application of Role Plays in the classroom was compared to the results afterwards, many recordings of these practices were done. The first recording was when students practiced their speaking based in the technique of repetition. The subsequent recordings were made in order to test students' pronunciation and determine their weaknesses and strengths.



## CHAPTER IV

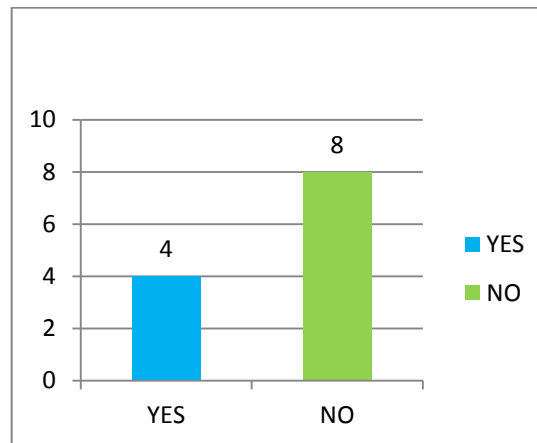
### RESULTS AND ANALYSIS

#### 4.1 Survey validation:

In order to get a general idea about what students know about role play, a preliminary survey was applied to all the participants of our study. And the results were the following: (Appendix 4).

First of all, they were asked if they know what role plays are, and most of them did not know. This situation can be since role play activities have been thought indirectly. This means that they perform this kind of activity without knowing the kind of task that they were doing. Nevertheless, there are students that do know what this activity. They know what was it about because they have read the type of the activity they were doing or teacher had said them.

**Figure # 1 GENERAL KNOWLEDGE**

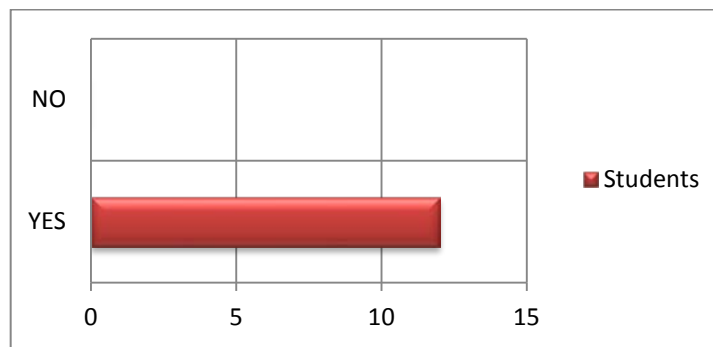


**Source:** Authors



Second, the entire part of the students had performed a character once. This situation will be an advantage in this research project since with this information there will not be difficult to apply a role-play activity. Another advantage could be that students can act being a different person without having trouble.

**Figure # 2 STUDENTS' EXPERIENCE**

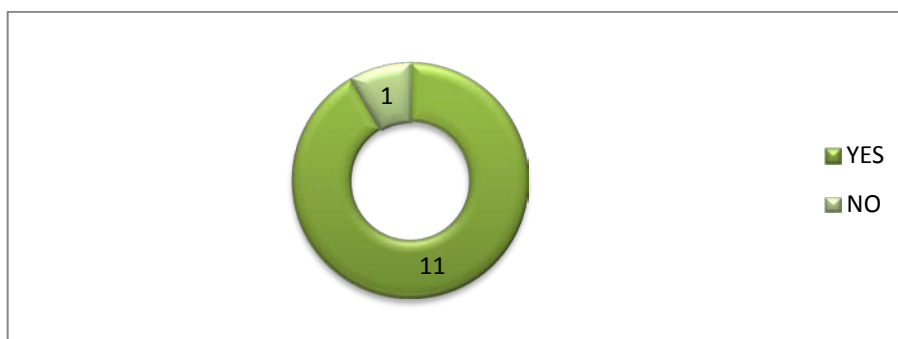


**Source:** Authors

The survey also demonstrated that the majority of the students find it difficult to speak in public. Some reasons can be because of the feeling of shyness or they have not had experience speaking in public. In addition, they do not want to make pronunciation mistakes; therefore, they may prefer to keep silence. One student, on the other hand, expressed that he or she does not find difficult to speak in public because he or she is extroverted.



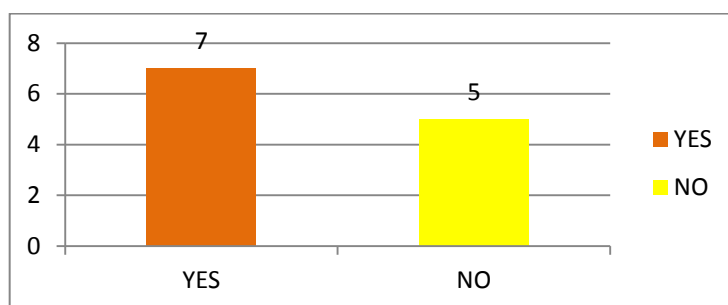
**Figure # 3 STUDENTS' ABILITY TO SPEAK IN PUBLIC.**



**Source:** Authors

Many students also expressed that they are shy. Nevertheless, there are also students who did not feel shy at all. This fact is not a problem since through Role Play activities; they can hide their shyness by using the identity of a character in order to express themselves without fear.

**Figure # 4 STUDENTS' PERSONALITY**



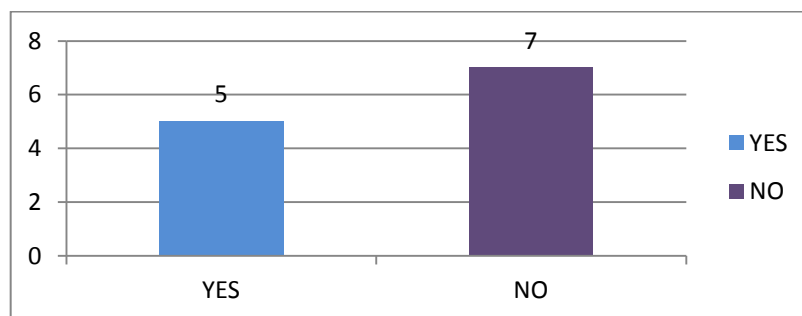
**Source:** Authors

More than half of students expressed that it is difficult for them to improvise. This fact shows that at the beginning of this project, strategies that help to the development this activity should be inserted. In addition, students



who improvise can work with their peers in order to achieve a balance among all the participants.

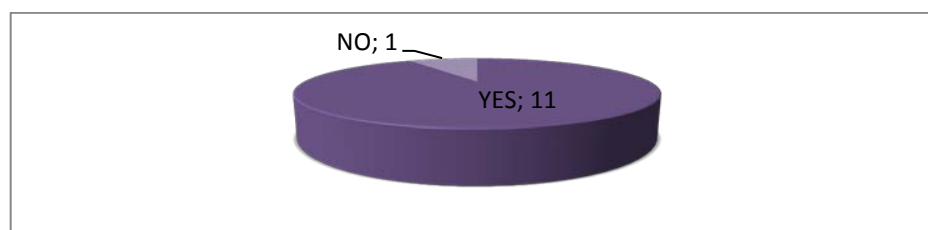
**Figure # 5 STUDENTS' ABILITY TO IMPROVISE**



**Source:** Authors

It was also important to mention that most of the students do think that acting is a good way to learn English. This result can be since students feel that new strategies could be applied in their learning process. They see in this kind of activity a gaudy method whit which they can learn to speak in English and can improve pronunciation.

**Figure # 6 STUDENTS' EXPECTATIONS**



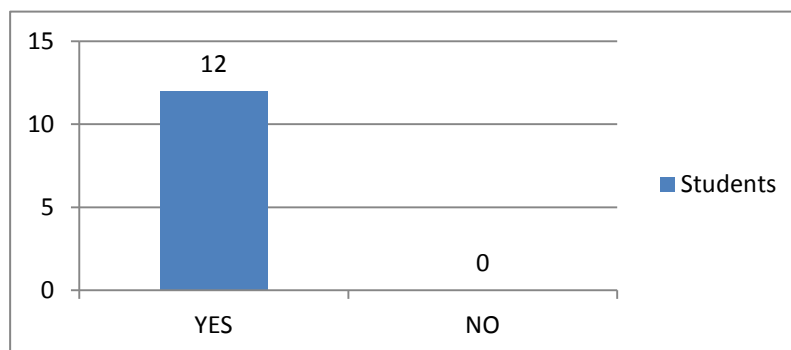
**Source:** Authors.

An important factor that will help to the development of the present project is that students feel liable to learn English. In questions made about



students' feeling about the subject there was a hundred of positive responses. It shows that students are predisposed to learn this method with a positive attitude.

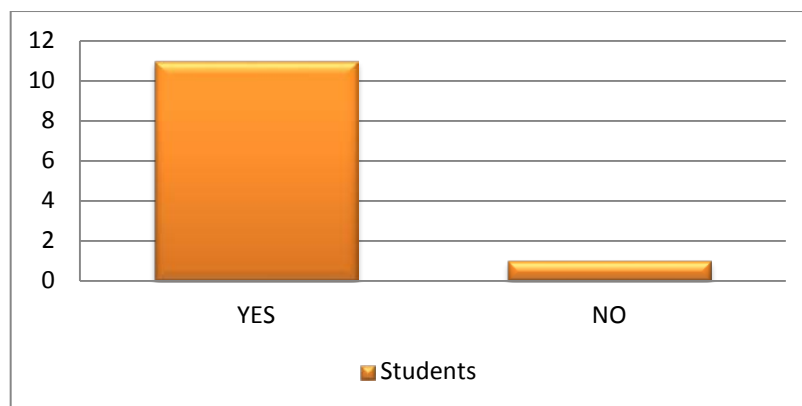
**Figure # 7 STUDENTS' OPINION ABOUT THE SUBJECT**



**Source:** Authors.

Finally, when students were asked if they wanted to improve their pronunciation, the majority of the answers were positive. These responses emphasize the theory about the speaking situation in Azogues.

**Figure # 8 STUDENTS' SENSE ABOUT PRONUNCIATION**



**Source:** Authors.





To sum up, this survey had shown what the facts that should be taken into consideration are according to the students' strengths, weaknesses, and expectations about Role Play activities.

## 4.2 Classroom activities Validation

This project was developed in two classes with last of 80 minutes each. The classes had three stages: the first one was the anticipation, followed by the procees and the evaluation.

In the anticipation, students were motivated with warm-up activities in order to get an environment where students feel relaxed. Paper ball and pictures prompts were the activities used to motivate students to speak. In the first activity, paper ball, twelve questions were written down in small pieces of paper (check appendix 4) and students have to pass it over. When they listened to the word "stop", the student that was holding the ball-paper had to take out one paper of the ball. After that, he or she had to answer the question that he or she obtained. In this activity, there were 3 questions that could not be answered since students did not know the meaning of some terms; however, after they know the meaning of the unknown words, students were able to give a response. In the pictures-prompts activity, on the other hand, students saw some situations represented in pictures (see Appendix 4) that students had to describe. In this case, colors and shapes were the most common answers.

Nonetheless, students could not say words as couple, environment, and words which they were not familiarized with. The warm-up activities showed good results since most of the students tried to talk; however, they mispronounced some words and they did not know how to say some words in English.



In the second stage, in the first application class, an easy short printed dialog was presented (Appendix 4). In this task students were asked to underline all the unknown words. The result showed that they understood an 80% of the words. As a third step, vocabulary was presented in order to make the students understand the whole meaning of the situation given. The vocabulary was presented through pictures and synonyms. After that, students read the dialog alone and they had to express their ideas about the conversation given. After students finished the reading, they listened to the pronunciation. At this point, each student read an idea and mispronounced words were written down on the board to be used later as a pronunciation exercise. With regard to the second hour of class, each student received a piece of paper with different topics where information needed to be completed and based on the data provided by them, the performance was prepared. In addition, student chose a disguise according to the situation that they were preparing. After that, the first attempt was done by reading the whole text prepared by the students. Next, they had to read only a half of the dialog. Finally, they tried to read only few words from the text. After this procedure, students had to perform the dialog with no papers. In this challenge, three of six pairs did an excellent job, two had a good presentation, and only one could not perform this activity without reading; however, they tried to do their best.

As an additional fact, common phrases and greetings were practiced by students although these expressions were not related with this project directly. Finally, the concluding results showed that they of course improved their pronunciation and five couples performed an excellent job, and one an acceptable performance. They talked more, they could answer questions about daily life situations and overall they were so happy doing these activities. The results were based on a test where the students' oral skills could be evaluated (Appendix 6).



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

At the beginning students were not able to talk in English since they were afraid of making mistakes. In addition, they did not want to speak since they did not know how to pronounce some words. After the application of role-play activities, students showed a different attitude at the moment of English classes. They were more concern in the classes and they started to use more English words in their classes. Their motivation also increased in a considerable percentage. Role play activities included all the students since throughout the process everyone demonstrated that they improved their speaking abilities. Finally, they could also learn more vocabulary and they tended to use them in the classes.

It is important; therefore, notice that in EFL classes different activities can be applied since now most of these classes are centered in writing and reading exercises. Teachers should improve speaking skills through interesting activities which arisen the students' interest. English students need to be taught in all the fields of the learning process. For this reason, teachers should seek strategies in which student feel motivated at the moment of make the English language part of their lives. In addition, all the activities taught should be practice day after day since when teachers are persistent pronunciation and fluency will be better. Common expression should be an essential part of the classes then students will remember them easily. Furthermore, all the students must be provided with clear and detailed guideless about all the activities that they will develop. Above all, in order to minimize communication problems, teachers should maintain an atmosphere of kindnesses and cooperation in order to be able to share their knowledge developing confidence among all the participants of the teaching-learning process.



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# APPENDIXES



## Appendix 1: Survey about the current situation of Teaching English as a Foreign Language in Azogues at the High School Levels Survey



### UNIVERSIDAD DE CUENCA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA

#### SITUACIÓN ACTUAL DE LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA EN LOS COLEGIOS DE AZOGUES

Edad:

Colegio en el que estudia:

Curso:

- En un nivel del 1 al 3 siendo 1 regular, 2 bueno, 3 muy bueno ¿cómo considera la enseñanza del inglés en su colegio?

.....

Explique su respuesta.....

- En una hora clase ¿qué aspecto es el que predomina: la gramática (estructuras) o la práctica (hablar); y en qué porcentaje?

1. Gramática .....%

2. Práctica .....%

- ¿En qué porcentaje se realizan las siguientes actividades en una clase de inglés?

1. Completar oraciones .....%

2. Traducciones .....%

3. Lecturas .....%

4. Diálogos .....%

- En cuanto a pronunciación ¿cuántas palabras aprende a pronunciar en cada clase?

1. De 1-3

2. De 4-6

3. De 7-10

4. De 10 en adelante





- ¿Cuántas horas clase usted recibe la asignatura de inglés en una semana? ¿Cuántas horas en la misma se práctica el lenguaje de manera oral?

.....  
.....

- ¿Cree usted que podría mantener una conversación en inglés por tres minutos como mínimo?
  - a. SI
  - b. NO

Explique su respuesta.....

- ¿Qué actividades cree usted que son necesarias que se implementen en una clase de inglés para mejorar su nivel al momento de usar el lenguaje de manera oral?

Explique su respuesta.....



## **Appendix 2. Interview**

### **1. What is your opinion about English students' speaking level in our city?**

The students' English level in our city is not so good because as we know we live in a society in which students don't have the opportunity to interact with the English speaking people. They just have the opportunity to interact with their peers and the teacher in the classroom. I think that it is the main reason why most students do not have a good level of English. Only who is really interested in learning English takes English courses apart from the school and get a good level of English.

### **2. Do you think that it is feasible to apply Role Play activities to enhance learners' speaking skills?**

As we know nowadays most English texts books have been designed based on the communicative approach, and one of the techniques of the communicative approach is role-play. I personally consider that it is a good technique in our classes in order to get our students to interact with their classmates, to use the language in real-life situations.

### **3. What are the advantages and disadvantages of applying these activities in the classroom?**

I consider that this technique "role-play" is a technique that provides more benefits than disadvantages and some of the benefits are that students have the opportunity to improve their communicative skills; they also have the opportunity to develop their creativity. Besides develop critical thinking. Furthermore, role play helps them to develop values and the appreciation of art and drama.



**4. According to you experience, how students react when they have to face role play activities?**

I think that the students react in a good way, they enjoy this because it is like they are living in real life situations and they enjoy this because they think they are in real-life situations and they feel very interested.

**5. What are the main reasons to implement this type of activity in your English class?**

As I said at the beginning, we live in monolingual society in which we do not have the opportunity to practice English and this is the main reason why I implement this activity in my classes because as I said it is a communicative technique that helps students develop fluency, promote interaction in the classroom, it also increases their motivation and the students have the opportunity to experience many kinds of situations in which we will use the language.

**6. What age do you think is the most appropriate for applying this activity? Why?**

I think that an appropriate age, I think that we have to apply this activity in all levels; from the beginning according to the level in which a student is.

**7. According to your experience, how easy is the application of this strategy?**



I think that it is not difficult because we have to prepare it in advance because we have to provide them with situations, vocabulary and can performed in a good way. I have not found it difficult



### Appendix 3: Role Play knowledge survey



**UNIVERSIDAD DE CUENCA**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LENGUA Y LITERATURA INGLESA**

The following survey intends to collect information related to: Multiple Intelligences: the Use of Role Play to enhance speaking skills in class.

Age:

1. Do you know what a role play is?  
Yes \_\_\_\_ No \_\_\_\_
2. Did you ever think about perform a character?  
Yes \_\_\_\_ No \_\_\_\_
3. Is it difficult for you to speak in public?  
Yes \_\_\_\_ No \_\_\_\_
4. Are you shy?  
Yes \_\_\_\_ No \_\_\_\_
5. Are you good at improvising?  
Yes \_\_\_\_ No \_\_\_\_
6. Do you think you would learn acting?  
Yes \_\_\_\_ No \_\_\_\_



7. Do you enjoy learn in English?

Yes \_\_\_\_

No \_\_\_\_

8. Would you like to improve your pronunciation?

Yes \_\_\_\_

No \_\_\_\_

*Thanks for your cooperation!*

## Appendix 4. Role Play Activities

### PAPER BALL QUESTIONS

- What is your favorite movie?
- What kind of music do you like to listen?
- Do you like to watch soap-operas?
- Who is your hero?
- Do you like to sing?
- What do you like to do in your free time?
- How much time do you spend on facebook?
- What did you do in your last vacations?
- Do you like to dance?
- Do you have a pet?
- How many brothers and sisters do you have?
- Can you cook?

### PICTURE PROMPTS





### DIALOG N° 1

**Liz:** I went dancing on Saturday night.

**Raoul:** Where did you go?

**Liz:** To the Rock-it Club

**Raoul:** Who did you go with?

**Liz:** I went with my brother.

**Raoul:** What time did you go?

**Liz:** We went around 10:00





## DIALOG N° 2


**UFO REPORT**

DATE: \_\_\_\_\_ SHAPE: \_\_\_\_\_

TIME: \_\_\_\_\_ OTHER INFORMATION: \_\_\_\_\_

PLACE: \_\_\_\_\_

SIZE: \_\_\_\_\_



## DIALOG N° 3

**FAMOUS STAR**


NAME:.....

ACHIEVEMENTS: .....

PLACE OF RESIDENCE: .....

SOURCE OF INSPIRATION: .....

CHALLENGE: .....



## DIALOG N° 4

**APPLYING FOR A JOB**

NAME OF THE RESTAURANT:.....

ABILITIES: .....

SALARY: .....

SCHEDULE: .....





## Appendix 5. Lesson plans

### LESSON PLAN N°1

#### INFORMATIVE DATA:

**INSTITUTION:** Colegio Particular Laico "INTERNACIONAL"

**SCHOOL YEAR:** 2012-2013

**LEVEL :** Tenth

**AREA:** Language

**SUBJECT:** Foreign Language

**GENERAL AIM:** To enhance the speaking level by using Role-play activities.

CONTENTS	ANTICIPATION	PROCESS	EVALUATION
<p>Past simple</p> <p>- Telling past experiences</p>	<p><b>Presentation</b></p> <p><b>Warm up activity:</b></p> <p>- Ball-paper activity.</p> <p><b>Building vocabulary:</b></p> <p>- Recognize new words</p> <p>- Pronunciation</p>	<ol style="list-style-type: none"> <li>1. Students choose a partner.</li> <li>2. Present a situation "Lizz and Raoul" in a sheet of paper</li> <li>3. Students analyze and practice it</li> <li>4. Students perform the situation</li> </ol>	<p><b>Brainstorming:</b></p> <p>Students give their opinions about their classmates presentations</p> <p>They express their feeling about the experience.</p>



## LESSON PLAN N°2

### INFORMATIVE DATA:-

**INSTITUTION:** Colegio Particular Laico "INTERNACIONAL"

**SCHOOL YEAR:** 2012-2013

**LEVEL :** Tenth

**AREA:** Language

**SUBJECT:** Foreign Language

**GENERAL AIM:** To enhance the speaking level by using Role-play activities.

CONTENTS	ANTICIPATION	PROCESS	EVALUATION
<p>Past simple</p> <p>- Telling past experiences</p>	<p><b>Presentation</b></p> <p><b>Warm up activity:</b></p> <p>- Picture Prompts</p> <p><b>Building vocabulary:</b></p> <p>- Recognize new words</p> <p>- Pronunciation</p>	<ol style="list-style-type: none"> <li>Students choose cloth or fashion accessory.</li> <li>Present three situations: <ul style="list-style-type: none"> <li>"My experience with an alien"</li> <li>Looking for a job.</li> <li>Superstar</li> </ul> </li> <li>Students choose a disguised</li> </ol>	<p><b>Written message</b></p> <p>Students give their opinions about the activity in a piece of paper</p> <p>The papers are deliver to the teacher</p> <p>Students receive a paper of a classmate and read the message aloud.</p>



		<p>partner according to the situation chosen by them.</p> <p>4. Students receive a chart with information that has to be completed.</p> <p>5. Students perform the situation using the information written before.</p>	
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## Appendix 6. Students' speaking evaluation

### Students' Speaking Evaluation

The items that were evaluated in the application of Role Play activities were the following:

#### Pronunciation

1	2	3	4
---	---	---	---

#### Fluency

1	2	3	4
---	---	---	---

#### Ability to explain an idea or follow a script.

1	2	3	4
---	---	---	---

#### Able to use the language naturally

1	2	3	4
---	---	---	---



**Does the student improve words and vocabulary that teacher has given them before?**

1	2	3	4
---	---	---	---

**Does the student transfer skills used in dialogues to group discussions or daily conversations?**

1	2	3	4
---	---	---	---

The rating scale ranged between 1 to 4, being 1 the worst (poor) and 4 the better (good).

## Appendix 7. Images

### Interview



### Application Classes











